

## REVIEW OF ACADEMIC ACHIEVEMENT AND INFLUENCING FACTORS

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### ABSTRACT

*Extensive research has been done, to study the factors influencing the Academic Achievement. Research has been going on, in the area of Academic Achievement for decades. The available literature is presented under the following subheadings.*

- **STUDIES RELATED TO INTELLECTUAL FACTORS**
- **STUDIES ON PERSONALITY CONTRIBUTING FACTORS**
- **STUDIES ON FAMILY CONTRIBUTING FACTORS**
- **STUDIES ON SCHOOL CONTRIBUTING FACTORS**

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### INTRODUCTION

#### STUDIES RELATED TO INTELLECTUAL FACTORS

These studies reported significant positive relationship, between Intelligence and Academic Achievement (Masih, 1974; Nutan, 1979; Srivastava, 1987; Chakravarthi, 1988; Yadav & Srivastava, 1989; Chadha and Chandna 1990; Kaur, 1991; Pand & Nath, 1992; Sudha & Bindra, 1993, Aswal, 2001, Rapport, Denney, Chung and Hustance, 2001, Ahmad and Raheem, 2003; Begum and Phukan, 2005). The same result was obtained from rural and urban communities and also for both sexes (Kaur, 1991; Gupta, Mukherjee & Chatterjee, 1993, Panigrahi, 2005; Tulani, 2008, Dhall & Thukral, 2009, Gurubsappa, 2009; Charan, 2011).

There was significant difference between the intelligence of students, at the secondary level in different type of schools, i.e. Govt. and Govt. Aided, Matriculation and Corporation, a corporation and Govt. Aided and Govt. and Matriculation schools. Also, there was no significant difference between the intelligence of students, at the secondary level in govt. and matriculation and corporation and Govt. Schools. There was significant correlation among the variables, mental alertness, intelligence, achievement in mathematics and English of students, at the secondary level in different types of schools. (Chamundeswari and Sumangala, 2006)

In contrast to the above results, studies of Ajawani and Rungta, 2004; Panda, 2005 revealed that, Intelligence is not a variance in under and over achievement.

#### STUDIES ON PERSONALITY CONTRIBUTING FACTORS

##### Studies on Achievement Motivation

The studies related to the influence of Achievement Motivation, on Academic achievement showed two

types of conclusions. Some studies concluded that, Achievement Motivation positively contributes for academic Achievement. (Varma & Swain, 1991; Rath, 1991; Grolnick & Slowiazek, 1994).

In contrast to above results some studies revealed no significant relationship, between Achievement Motivation and school Achievement. (Vimla, 1985; Katyal & Bindra, 1993; Ray, Lipika and Bibi, 1994, John, 1994; Lori, 1994, Fortier et.al 1995, Chhabra, 2001, Ellekkakumar and Elankathirselvan, 2001, Alam 2001, Singh et.al, 2002 : and Ali et.al 2011).

There was no significant gender difference between adolescents, on the measures of Achievement Motivation (Ergene, 2011; Pandey, 2008; Harikrishan, 1992; Nieburh, 1995; Dhunna, 2000; Varma, 2003)

### **Studies on Self Concept and General Anxiety**

Studies related to the self concept and Academic Achievement, revealed a positive correlation between the two variables. (Singh, 1987; Santhana, 1993; Bandura, 1993; Dubey & Mishra, 1997; Grantham & Ford, 2003; Harolda and Sandra, 1998; Pujar Gaonkar and Sharma, 1997; Tiwari and Bansal, 1994; Vijayalakshmi, 1995).

Studies on Anxiety and Academic Achievement showed significant difference, between high and low achievers in their manifest Anxiety (Asthana, 1993; Katyal & Bindra, 1993; Gupta & Anshika, 1998). These studies showed significant negative correlation between Anxiety and Academic Achievement. Some Studies showed no significant relationship between Anxiety and Academic Achievement. (Verma and Chaturvedi, 1989; Varma and Swain, 1991).

### **Studies on Locus of Control**

Studies proved positive correlation between internal locus of control and Academic Achievement. (Wilson, Castle, Cutts & Jackie, 1989; Rekha & Misra, 1986). There was a positive correlation between Locus of Control and Academic Achievement. (Tanwar and Sethi, 1986). There was a weak relationship between Locus of Control and Academic Achievement (Stipek & Weiss, 1989; Sabita & Basavayya, 1991; Bhogayata (1989);

### **Studies on Adjustment, Creativity**

Studies on adjustment and Academic Achievement showed a significant relationship between home, social, emotional Adjustment and there was no significant relationship between health and school Adjustment (Agarwal, 1998; Tiwari & Pooranchand, 1995).

Studies have shown positive correlation between Creativity and Academic Achievement. (Chowdhury & Ghosh, 1996; Pathak and Verma, 1995)

Creativity and Academic Achievement were positively correlated (Mishra, 1978; Pathak & Verma, 1995; Chowdhury & Ghosh, 1996). As age increased, Creativity scores increased (Reddy & Salina, 1988).

### **Studies of Study Habits**

Studies have shown more systematic and regular Study Habits were associated, with high achievement (Kaur, 1996; Patel, 1985; Misra 1992; Singh & Singh, 1995; Tuli, 1997). There was a positive correlation between Study habits and Academic Achievement (Tyagi, Harish Kumar, 2002; Panchalingappa, 2004, Sirohi, V. 2004)

A study on rural girls showed significant difference, between high achieving and low achieving girls in their study habits (Premalatha Sarnia, 1986).

## STUDIES ON FAMILY CONTRIBUTING FACTORS

Studies on family factors and Academic Achievement are related to Parental Education and Occupation, Socio Economic Status, Home environment and Parental behavior.

Studies reported positive correlation between parental education and occupation, with child's Academic Achievement (Jagannadham, 1985; Lohani and Mohite, 1990; De Tinku and Chandra, 1994; Audinarayana, 1996; cherian, 1996; Vijaya laxmi, 1997 & Suneetha, 1997; Suneetha and Mayuri, 1999). Girls Academic Achievement was significantly related to mother's occupation (Trivedi 1988).

High achievement among the children of working mothers, were with no significant difference in academic achievement of girls and boys (Budhdev, 1999). Budhdev's (1995) earlier study concluded insignificant effect of parental education and occupation, on child's Academic Achievement. Adolescents of non-working mothers score, higher on academic achievement and creativity (Bala and Nanda, 2007).

Parental education status and availability of reading material, in the home were related to children's school success (Zahyah, 2008). Parent's academic involvement was related to some behavioral problems, which in turn influence the school's success. (Hill et al., 2004).

Family's environment is the most crucial factor, in influencing academic achievement of a student. (Diaz, 2003). There was a significant positive correlation between family environment's factors and educational adjustment of the adolescent girls, in rural areas (Deepshikha 2009).

Parental involvement and Academic Achievement were significantly positively correlated (Muller 1993; Ho Sui-Chu and Willms 1996; Epstein 2001). Family's economic status and Academic Achievement were significantly positively related (Agarwal and Sandhya, 1998; Jagannadhan, 1996; Suneetha, 1997; Mohanty & Das, 1997; Suneetha and Mayuri 1999; Taj 1999, Lan 2005). In contrast, there is no significant relationship between parental income and Academic Achievement (Budhdev, 1995).

Studies on home environment proved better the home environment, better in the Academic Achievement (Lohani & Mohite, 1990; Thakur, 2001). Supportive warm, favorable home environment is associated with High achievement (Ladd & Prince, 1986; Bandura, Barbaranelli, Caprola & Postotelli, 1996; Khare, 1996, Lakshmi and Arora, 2006). In a study of Verma and Gupta (1996), home environment and intelligence was significantly correlated, only for boys.

There is a significant gender difference, in the perception of the home and environment (Mohanraj and Latha, 2005). Good quality of home environment and scholastic achievement were significantly and positively correlated in boys, than among girl. The level of scholastic achievement also comparatively declines in boys, as quality of home environment gets deteriorated (Meena, 2008).

Positive perception of parent adolescent interactions has a positive effect, on the Academic Achievement of adolescent males (Shearin, 2002; Thomas, 2002).

Children from families supportive of learning have higher achievement. Home environment and educational activities are important factors, in Academic achievement of a student. (Peng and Wright, 1994).

Students from a poor family environment like alcoholism, among fathers (Kannapan, 1989), divorce among parents (Cherian & Cherian, 1995) cannot excel academically. Family distress, conflict and environment might

significantly have impacts, on school performance and school related behavioral problems (Colbert 2004).

Academic Achievement is influenced by the quality of adolescent's relationship, with his parents and other family members (Dorn Busch [et.al](#), 1987; Stevenson & Baker, 1987; Taj, 1999). Parent's involvement boosts academic performance (Grolnick & Slowiaczek, 1994). Children of loving and demanding parents were achieving high in academics. (Suman & Umapathy, 1992).

Parents of high achievers were found to be more accepting, more encouraging and more democratic (Kang & Sibia, 1997). Achievement is better, where there is a consistent discipline, non enforcement and lack of discipline (Ahmed and Saluja 1988). Family's general levels of academic aspirations are positively correlated, with Academic Achievement. (Dorn Busch et. al 1987; Stevenson and Baker, 1987).

Parenting style and adolescent's academic achievement were significantly, positively correlated (Pittman and Lansdale 2001). Parents have significantly high aspiration, a higher need for achievement and greater expectation, in education for boys' education than girls (Bhati 2008).

Parental involvement and academic achievement were significantly, positively correlated. There was a significant gender difference in the achievement scores of high parental involvement group. Boys and girls did not differ significantly, where parental involvement is low. (Vamadevappa, 2005).

## **STUDIES ON SCHOOL CONTRIBUTING FACTORS**

Studies on school contributing factors were related to the Effect of Teacher's Characteristics and the school environment.

Higher qualifications and more administrative experience of school heads, do not have a significant effect on their school Academic Achievement. (Mathula1986; George, 1989; Taj, 1999). Higher administrative behavior and lower dogmatism in teachers, increases Academic Achievement (Sayres, 1986, Robert, 1989; Robinson, 1990 & Taj, 1999).

Children who perceived their teacher less attractive, had least scores than those who perceived their teacher more attractive (Ravi Shankar & Singh 1988). Effective classroom environment would ensure better educational attainment, for the child (Pandhi, 1991 & Logic, 1992).

Good psycho-social environment of the classroom fuels academic performance of the students (Gayani & Agarwal, 1998). Open and controlled school environment are conducive and favorable for High Academic Achievement (Ahluwalia & Reddy, 1990; Taj, 1999). In secondary school students, classroom climate and Academic Achievement were significantly positively correlated (Sandra, 2004).

School effectiveness is more dependent on the school processes, i.e., teaching Evaluation, Planning, and Teacher-student Relationship rather than school inputs, i.e., school context, infrastructure activities, qualities (Kerawalla & Pandya, 1994).

Students from central schools are more creative than students in private schools (Mishra, 1986). Private School and public school students' achievement were better, when compared to government and aided school children (Veeraraghavan, 1991; Farooqui, 1995; Wangoo, 1991; Bhujendranath, 1995; Bedi & Garg, 2000). Students from the detention system achieved higher scores, than those who studied under the non detention system (Reddy & Naidu, 1988).

There significant difference between urban and rural areas in classroom environment. (Furong, 2008)

Poor organization of learning space, poor classroom discipline, and poor learner involvement in lessons, contributes to poor school success in secondary schools (Jayshree Chrisenduth 2006).

Classroom environment contributed for statistically significant amounts of unique variance, in student achievement scores, whereas home and peer environment has an insignificant influence on student outcomes, in science and mathematics (Fraser 2007). Student's strategic use and personal achievement goals, were significantly related to a positive perception of classroom environment and academic success. (Lau and Lee 2008).

The school environment and Academic Achievement are positively correlated (Reddy, 1994; Panda, Sahoo & Sahoo, 1995; Sananda Raj & Sreethi, 2000). Improved school facilities improved the academic success (Varghese, 1995). Classroom environment affects school success by influencing student's learning attitudes and behavior (Cheng, 1994). The classroom environment is related to scholastic achievement. (Oza, 1995; Ramana, 1997, Ganihar & Shaik, 2004;). School type (Govindas & Varghese, 1993; Kingdon, 1996; Sinha, 1980; Veeraraghavan and Samal, 1988), school environment (Salili & Lai, 2003), school atmosphere (Ganihar & Shaik, 2004; Merchant, Paulson & Rothlisberg, 2001) influence educational performance. School sector (public or private) and size of class are two important components of schools. The good finding of private schools, leads to better educational performance and some resources such as computers, which shown to enhance Academic Achievement (Crosnoe, Johnson and Elder 2004; Eamon, 2005). Size of class can increase teacher-student bonding, which also has a positive effect on Academic Achievement (Eamon, 2005).

Teacher's qualification (Govinda & Varghese, 1993) and teaching style (Merchant, Paulson & Rothlisberg, 2001) significantly, positively correlated with Academic Achievement. Instructional program has its impact on the school achievement of the students (Alfassi, 2003; Hipworth & Papps,; Luyben, 2003). Teacher effectiveness (Veerraghava & Bhattacharya, 1989; Wood, Murdock & Cronin, 2002) and Teacher behaviors (Ganguly, 1989; Muifs & Reynolds, 2002), also influence School Achievement.

Children of literature parents achieved high in Academics (Borbora, 2001). Students from low socio-economic status scored lower test scores and more likely to drop out of school (Hochschild, 2003; Eamon, 2005). Low socio-economic status avoids access to vital resources and creates additional stress at home (Majoribanks, 1996; Jeynes, 2002; Eamon, 2005). Parenting practices and children's Academic achievement are correlated (Brown, Mounts, Lamborn & Steinberg, 1993; Rimm, 1995; Rath & Patnaik, 1999; Anuradha & Bharathis, 2001; Park & Bauer, 2002 ;). Parental involvement predicts School achievement, regardless of parental education, ethnicity, family structure or gender (Badhri, 1991; Taj, 1999; Marchent, Paulson & Rothlisberg, 2001; Hill & Craft, 2003). Children, where parents are not involved, showed poor home work habits and achieved low (Epstein, 1982, Baker & Stevenson, 1986; Bogenschneider, 1997). Parental involvement affected achievement more than their socio economic status (Van Voorhis, 2003). Parents involvement and children's' Academic Achievement are correlated indirectly, rather than directly (Reynolds and Walberg, 1992; Shumow, Vandell and Kang, 1996, Anderson and Keith, 1997). Children work harder, as parents set high standards, and thus, they have high scholastic achievement (Natriello & McDill 1986).

Children's interest in Academics, increased as a parental increase in parental aspirations (Majoribanks, 1996). Parental involvement in school has positive and negative effects on School success (McNeal, 2001; Domina, 2005). Characteristics of mother are important factors that influence Academic Achievement (Majoribanks, 1996; Baharudin &

Tom, 1998; Eamon, 2005). Educated Mothers have children, who receive higher test score (Baharudin and Luster, 1998; Eamon, 2005).

Student's trust in their teachers motivated them, for better performance in school (Crosnoe, Johnson, & Elder Jr., 2004). More participation in extracurricular activities improves academic performance (Camp, 1990; Gifford & Dean, 1990; Marsh, 1992; O'Brien & Rollefson, 1995; Finn & Rock, 1997; Mahoney, Cairns & Framer, 2003 ;). Efficient learning derives largely from good personal development, which is a product of participations in extracurricular activities (DeMoulin2002).

Classroom environment of motivating tasks, mastery evaluation and autonomy support were positively associated with science achievement (Sungur, 2009). Improved classroom environment increased academic engagement (Guardino and Fullerton, 2010).

Secondary school chemistry students, with more positive perceptions of their classroom environment, showed higher achievement than the low achievers (Okonkwo 2010).

Secondary school biology students, with more positive perceptions of their classroom environment, showed higher achievement than the low achievers (Okoh2011). There was a significant positive correlation between learning English language and students' affiliation and Task orientation in the classroom (Wei & Elias 2011).

## CONCLUSIONS

It can be concluded from the above review that studies on personality factors were related to Achievement Motivation, Self Concept, General Anxiety, Locus of Control, Adjustment, Creativity and Study Habits. Studies related to Achievement Motivation revealed contrast results. Studies showed positive correlation between Self concept, Internal Locus of Control, systematic and regular Study Habits, Adjustment and Creativity. General Anxiety and Academic Achievement were negatively related. Studies on Intelligence revealed contrast results.

Studies on family contributing factors revealed that parental education, occupation, maternal employment, parental involvement, high parental aspirations, supportive home environment, healthy parent child relationship, loving and demanding parenting styles improved Academic Achievement.

In school contributing factors Teachers characteristics, qualification of the teacher , organized school processes, enriched psycho social environment were favorable for Academic Achievement

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